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ABSTRACT

Issue one of this volume of "Teaching Canada" contains: (1) "Calgary: The Olympic City" (T. Rumney); (2) a winning student essay, "Sharing a Continent: Ways in Which Canada Affected the History of the United States" (J. Mar); and (3) "Canadian Sovereignty and the North" (W. Morrison). Issue two includes: "Montreal: Cradle of Canadian Industry" (S. Allison) and "Canadian Studies: Worth the Fuss?" (G. Sherman). Both issues contain a French language article, events information, ideas for teaching about Canada in elementary school courses, lists of resource materials, puzzles, and book and film reviews. (JHP)

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Volume 6, Numbers 1-2
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Richard Beach and George Sherman, Editors

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inside: calgary, the olympic city

ENTRIES SOUGHT FOR SIXTH ANNUAL ESSAY CONTEST

The sixth annual Canadian Studies essay contest is underway in New York. The contest is open to all students in grades 9-12 who are attending a public or parochial school in New York State. The contest is co-sponsored by the Center for the Study of Canada, SUNY Plattsburgh and the Canadian Institute of International Affairs in cooperation with the Canadian Studies Program, Pace University. A cash prize of five hundred dollars will be awarded the author of the winning essay at a special awards dinner in New York City in May. A matching prize of five hundred dollars will go to the winner's school for the purchase of materials in support of the Canadian Studies program at the school. The second and third place winners will receive cash awards of 250 and 100 dollars respectively with matching grants going to their schools. Six honorable mention prizes will also be awarded, each with the matching component. Teachers whose students enter the contest will also be eligible for a prize. Their names will be placed in a random drawing for a weekend in Montreal. Winners will have their transportation to Montreal paid and will stay--without charge--in one of the city's finest hotels.

The essay contest is sponsored each year to foster an interest in Canadian Studies and to promote writing in the content area. The theme of the 1988 contest is "Why is it important for students in the United States to know more about Canada?" The theme goes to the very

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CANADA MATERIALS AVAILABLE FOR USE WITH NEW 7-8 SYLLABUS

Teachers following the new 7-8 social studies syllabus in New York State should have no difficulty finding materials dealing with the Canadian connection in American History. Thanks to the support of the Canadian Department of External Affairs, the Center for the Study of Canada at SUNY Plattsburgh, in cooperation with the Canadian Consulate General in New York, recently sent a resource packet for Canadian Studies to every seventh and eighth grade teacher in the state. Included in the packet was the 94 page booklet *Canada Past and Present* by John Saywell. The book is a multi-disciplinary look at Canada and her people and is rich with Canadian history. The book provides teachers the opportunity to take a crash-course on Canada without leaving home. A Canada awareness is necessary if teachers are to do justice to the new course in American History which attempts to place the history of the United States in a hemispheric context.

The free mailing also included a list of Canadian Studies support services available from the

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CALGARY

THE OLYMPIC CITY



by Thomas Rumney

Nestled in the deep valleys of the Bow and Elbow rivers, which slice into the high plains of south western Alberta, sprawls the booming metropolis of Calgary. Calgary, one of the fastest growing urban regions of North America, will host from February 13-28, 1988 the Winter Olympic Games, becoming the first Canadian city to do so. Soon the world will be focusing on this vibrant and attractive western Canadian city, and the world itself will invade this city to watch the competitions and soak up the ambience of this area. In turn, these Games and the media coverage provided will not only have a massive impact on the city's economy and population, but will also influence the future of the city and sports in general in western Canada. That much seems inevitable, with the construction of extensive facilities, including ski jumps, luge and bobsled runs (the first in western Canada), and special downhill and cross-country ski runs, immediately to the west in the area of the already renowned and picturesque village of Banff. What of the city, however? How did it come to be? What are its origins, developmental characteristics, and how did it come to be selected as a site for the Games?

The Setting of Calgary

The city of Calgary is situated in a deeply incised valley of the Bow River, a tributary of the South Saskatchewan River, that flows eastward out of the ranges of the Canadian Rocky Mountains. The Elbow, a smaller stream flowing into the Bow near present-day downtown Calgary, helps to mark the earliest site of permanent European settlement in the area. The city of Calgary, with a population of over 600,000 today, was born and grew up in this deep cleft in the southwestern plains. Many of the Olympic facilities soon to be viewed on international television are in or very near the metropolis itself. The opening ceremonies will be held in McMahon Stadium, in the northwest corner of the city near the University of Calgary. Ice hockey games and figure skating will be played in the Saddle Dome Ice Arena near downtown and on the grounds of the Calgary Stampede, the rodeo billed as the world's largest. Curling will be contested in the Max Bell Arena in eastern Calgary, and the luge, bobsledding, and ski jumping in the new Canada Olympic Park on the western edge of the city. Speed skating will be held at the Olympic Oval near the university in the northwest corner of the city. Alpine and free style skiing, a new Olympic event, will take place on Mt. Allen near Banff. This is less than an hour's drive west of Calgary along a multi-lane highway remarkable for its mountain and high plains scenery. Cross-country skiing, the biathlon, nordic combined, and disabled skiing (another new event) will also be held near Banff at the newly built Canmore Nordic Center. All in all, a very busy two weeks is planned.

Early Calgary

Calgary's earliest roots lie in one of the great Canadian

expansion and development processes, the search for furs and other natural resources by European traders and trappers. Prior to the 1860's, the original (and only) permanent inhabitants of the area were groups from the Blackfoot, Sarcee, and Stoney Indian tribes. They hunted on the plains for bison and antelope and wintered in the protected, well-watered river valleys. Meanwhile, further east the new country of Canada was building.

From the earliest of historical times, the Hudson's Bay Company had controlled Prince Rupert's land, essentially most of Canada west and north of the Great Lakes. In 1869, however, Britain took over Prince Rupert's land and began to settle the southern extremities and to develop what is today western Canada. During this early period there was little law and security on the western prairies, hence the birth of the Northwest Mounted Police, the "Mounties." Sent into what was to become Alberta to protect native peoples from unscrupulous whiskey traders of the "Whoop-Up Trail," the N.W.M.P. established a post on the confluence of the Bow and Elbow and named it Ft. Calgary.

While initially attracting traders, storekeepers and missionaries to the local Indians, it wasn't until the arrival of the Canadian Pacific Railroad from the east in 1881 and the establishment of a cattle industry that Calgary could claim to be more than a police station. The combination of rail transport and a marketable product in beef assured the continued existence of Calgary and sowed the seeds for its initial spurts of growth. By 1892, rail lines northward to Edmonton and south to the U.S. were completed, thereby solidifying Calgary's role as a transportation junction. Several industries sprang up that were associated with the rail/cattle duo, including meat packing, tanning, soap-making and railway repair. These in turn spawned further economic spinoffs such as those in construction materials, financial institutions and information dissemination. Calgary's wholesaling/distributing economic roots are still of importance today.

Crop agriculture had a belated start in the Calgary area. With a dry, unpredictable climate, tacit opposition from cattle ranchers, and the existence of farming opportunities elsewhere, crop farming only became significant in the Calgary region after the turn of the twentieth century. Wheat was, and is, king of the crops in southwestern Alberta. By 1910, 3.3 million acres were already in wheat.

This agricultural boom, fueled by the demands of World War I and the railroads, continued into the 1920's and then struck upon hard times. The "Dirty Thirties" were trying times for all living on the Plains. Yet, despite these economic setbacks, another major addition to the region's economy and one which was to change profoundly the picture of Calgary occurred during the late 1930's and 1940's. Oil and natural gas were discovered nearby and

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second place 1987 essay contest winner

**sharing a continent:
ways in which canada affected the history of the united states**

by Jefferson Mar

Since the beginning of the French and Indian War, Canada has played a significant role in the history of the United States. In every war in which America has been a major participant (except for the Spanish-American War and the Vietnam War), Canada has affected the United States in one way or another. In addition to the effect on the United States' military history, Canada also has made important impressions on the social, economic, and political history of its great neighbor.

Canada's first major effect on the United States began in 1754. During that year, the French had built Fort Duquesne at the forks where the Monongahela and Allegheny rivers join to form the Ohio. Its purpose was to maintain France's claim to the Ohio Valley. But the British claimed that the Ohio Valley was theirs. In order to retake the Ohio Valley, they sent the young Virginian officer, George Washington, and a small militia to drive the French from the valley. However, this attempt failed as did the one made by the British general Edward Braddock in the following year. Then, in 1756, war between the British and the French in Europe--the Seven Years' War--crossed over the Atlantic and the French and Indian War began. For two years, it appeared that the French troops and the Canadian militia would come out of this conflict as victors. However, the British and American strength, supported by the British sea power, finally started to shine through. When Montreal fell in 1760, the rest of New France or Canada fell to the British. With the fall of Montreal, the future history of the North American colonies was decided; the United States and Canada would both be colonies of Britain and not of France.

During the period leading to the American Revolution, Canada provided one of the leading causes for America's war for independence from her mother country. The French in Quebec wanted to continue living under French law. More than that, most wanted the right to worship as Roman Catholics and the right to hold public office. All of these requests were granted to them by the British through the Quebec Act of 1774. Although the French Canadians valued this, many Americans, who were overwhelmingly of British and Protestant stock, were angered by it. The Act redefined the "Province" of Quebec, or Canada to include all the lands in the Ohio Valley that the French had previously claimed. This further angered the American colonists and was an important factor in America's decision to declare their independence from Great Britain. The United States won the war against Britain and "reclaimed" the lands in the Ohio Valley.

Once again, Canada proves to be a leading cause of another war that involved the United States. The War of 1812 turned out to be a war in which neither side really won. This was

mainly due to the efforts of the Canadian militia and its people. One of the reasons that the United States had gone to war with Britain again was to take over Canada. The invasion of Canada was a major cry of the "war hawks" and the American westerners. They wanted an excuse to invade Canada and take control of it. A war against Britain would permit the United States to invade Canada on the grounds that it was a British colony. Most Americans felt that Canada would be so easy to capture that it was said Canada would fall into American hands without even a battle. The Americans were wrong. Indeed, at one point of this war, their northern neighbor even held a foothold in American territory. The Canadians, with little British help until after the British had dealt with Napoleon in Europe in 1814, turned back almost every invasion attempt made by the Americans.

In the first year, the United States' plan was to invade Upper Canada (in what is now the Province of Ontario). This plan failed when General William Hull surrendered to Isaac Brock at Detroit, and the American army under the command of General Stephen Van Rensselaer was defeated at Queenston Heights. However, the Americans did win single action battles on the seas because one American frigate after another proved too much for its British opponent.

During the second year, the American plans to take Montreal from two different directions were easily thwarted. General Wilkinson, who was to sail and march down the St. Lawrence from Sackett's Harbor with some eight thousand men, sent a small group of about eighteen hundred men to Chrystler's Farm. This group tried to protect Wilkinson's rear, but instead lost a disastrous battle. The other force of four thousand, led by General Hampton, was to take the route through Lake Champlain. Upon hearing the news of Hampton's defeat on the banks of the Chateaugay (only thirty-five miles south of Montreal), Wilkinson decided not to proceed. Both forces had been defeated by much smaller forces: a thousand at Chrystler's Farm and less than sixteen hundred, nearly all French Canadians, on the Chateaugay. By the close of this year, the Americans had managed to capture only one Canadian post, Amherstburg.

In the last year of the war, the Americans defeated the British forces at Chippawa and several places in the Far West. But they also met with failure when they attempted to invade and capture Montreal. Thus, the United States had once again failed in the "easy capture" of its neighbor to the north.

Canada had greatly affected the history of the United States and their own history in the War of 1812. If she had been unable to fight off the Americans, Canada would have become part of the United States. With very minimal aid

from Britain, she had to rely mostly on herself. But she was successful and as a result she changed the course of history; Canada was henceforth to follow a separate course than the United States.

The Treaty of Ghent in 1814 ended the war with everything returned to its pre-war condition, that is, neither side gained nor lost anything. Although there were no major direct impacts of the war, there were important long term results. The Rush-Bagot agreement in 1817 increased the neighborliness between the United States and Canada, because it produced the end of naval armaments of both America and Great Britain on the Great Lakes. As a consequence of this agreement, the close relations of the United States and Canada started the movement to the level it has reached today. The other real result of the War of 1812 was the Convention of 1818. Through this convention, the United States-Canadian boundary was extended from the Lake of the Woods to the Rocky Mountains. This settled all but one dispute over the boundary that separated these two countries.

For many years after the rebellion in Canada of 1837, the relations between Canada and the United States would be hostile. William Lyon Mackenzie had become an open advocate for the independence of Canada in 1835. In the election of the members to the Upper Canada Assembly in 1835, Mackenzie lost in what became an election to decide "separation by votes." Even though he lost this election, he was already prepared for drastic measures. His attempted revolt in Upper Canada in December 1837 failed. Mackenzie then fled to the United States. While in Buffalo, he recruited supplies and men to help the Canadian rebels. No sign of opposition to this had been voiced by any Americans in the United States, but Americans in Montreal refused to support the rebels. With the arms and men from Americans in Buffalo and nearby areas, Mackenzie led them to Navy Island, a Canadian possession in the Niagara River, and declared Canada's independence.

Soon came an incident concerning the *Caroline*, an American steamer. In this conflict, Canadian soldiers had destroyed it in an attempt to end the transport of men and supplies from Fort Schlosser in the United States to Navy Island. After this incident, the United States government sent troops to try to maintain the neutrality of the United States. This attempted rebellion caused an increased strain on the relations between Canada and the United States. This dispute was partly settled in the Webster-Asburton Treaty of 1842. Through this treaty, the British apologized for the *Caroline* affair and the United States acquired more territory in the Great Lakes.

Canada played a significant role in helping many American slaves receive their freedom. Therefore, with their sentiments obviously for the abolition of slavery, the Canadians at the outset of the Civil War supported the North. They even had some forty thousand men enlisted in the army of the North. The early friendliness of Canada was soon cooled when the North did not explicitly pledge the abolition of slavery and the *New York Herald* made threats of forcing a war between France and Britain. As the war progressed, sentiment fell towards the Union again.

Thus, Canadian soldiers enlisted in the Union forces and the North was better equipped to fight the Confederacy. Therefore, had there been Canadian opposition to the North, the North may have lost the Civil War because they would have had to fight a two-front war.

After the Civil War, the tensions between the bordering nations were reduced significantly. The friendlier relations have allowed the United States and Canada to grow in every aspect with minor restraints. Both nations have generally worked together throughout the twentieth century to support each other. In the two World Wars, for instance, Canada and the United States aided each other and the rest of their allies. Economically, Canada and the United States have become closely linked. Today, the biggest import nation of the United States is Canada and vice versa.

Jefferson Mar is a student at the Bronx High School of Science. His essay won second prize in the 1987 Canadian Studies Essay Contest conducted by the Center for the Study of Canada and the Canadian Institute of International Affairs, New York.

CALGARY from page 3

helped change Calgary into Canada's oil town (or the Dallas of Canada, as some now call the city). This oil "boom" continued apace, slowing down only during the world oil glut of the 1980's.

The past 100 years in Calgary have witnessed an extraordinary amount of activity and change. Essentially, this city is very young and became a "world-class" city in size, influence, and economic importance only since the Second World War. This perhaps can be seen in the growth of Calgary's population during the past 100 years. Today the population exceeds 600,000 and continues to grow. Calgary receives large numbers of migrants from other parts of Canada and from the United States.

While cowboy hats and boots worn by businessmen do not seem out of place in this oil and cow city on the high plains, yet, there is much more to Calgary than oil barons, cattlemen, cattlemen and the CPR. Calgary has also undergone a cultural renaissance. Once known largely as the home of the Calgary stampede (the largest rodeo extravaganza on the continent), Calgary is now the home of symphony orchestras, opera and other musical events, art and other museums, the University of Calgary (dating from 1965, and today with 15,000 students and a major influence in energy, environmental and other research and development), and a lively theatre and dance ensemble. The growth of Calgary's cultural character, therefore, has paralleled the economic and population booms. The modern airport and public transport system, its attractive residential and downtown sections, and the ambiance of the Rocky Mountain scenery to the west make Calgary not only the fastest growing Canadian urban area, but also a fitting location for the 1988 Winter Olympics.

Dr. Thomas Rumney is associate professor of Geography and an associate of the Center for the Study of Canada. He currently teaches courses on the Geography of Canada and North American Cities.

canadian sovereignty and the

NORTH

by WILLIAM MORRISON



The question of Canada's sovereignty over her Arctic regions surfaces periodically as an issue in Canada, generally in connection with some action taken in the North by the United States. In 1969, when the American-owned tanker "Manhattan" plowed through the Northwest Passage without first asking Canada's permission, there was a public outcry, which was repeated in 1985 when the "Polar Sea" did the same thing. Yet few Canadians know much about their North, let alone about the issue of sovereignty, which is a complex legal and historical question, made more so because it is part of the fabric of Canadian nationalism, and of anti-American feeling in Canada.

For much of Canada's North (defined as the Yukon and Northwest Territories), sovereignty rests on the charter granted in 1670 by Charles II to the Hudson's Bay Company. This charter gave the company trading and other rights to Rupertsland, i.e., the watershed of Hudson Bay, which comprises about half of modern Canada (and a good slice of North Dakota). The rest of the mainland of the Canadian North was granted to the Company in 1821. In 1869-70, this huge region was transferred back to the British Crown, which then gave it to Canada. Sovereignty over this part of the North has never been in question. When a challenge to Canada's authority in the area was perceived by the government, as in the Yukon during the gold rush of 1896-98 when American miners outnumbered the Canadians, Ottawa was quick to assert its authority by rushing Mounted Police detachments north to show the flag and enforce Canadian law.

Where Canadian sovereignty has come into question is in the northern part of the Northwest Territories--the Arctic islands north of the mainland. The British claimed these islands on the grounds that they were part of British North America and transferred them to Canada in 1880, but since many of them had not been discovered by that time, the title to them was not beyond challenge. Moreover, as the islands of the mid and high Arctic were discovered, it was generally not British or Canadians who were first to set foot on them, but foreigners--some Americans and particularly Scandinavians. There were thus a number of countries which had claims to large areas of the North which were as good as Canada's, or perhaps better. Luckily for Canada, none of these claims was ever pressed.

The most important of these discoveries were those made by the Norwegian Otto Sverdrup. With the backing of his government and some private funding he carried out an Arctic expedition from 1898 to 1902 during which he

discovered and explored Axel Heiberg, Ellef Rignes and Amund Rignes Islands (the Rignes brothers were Norwegian brewers who had helped finance the expedition). Sverdrup was also the first European to explore the west coast of Ellesmere Island and parts of Cornwall and Devon Islands. In all he discovered about 100,000 square miles, and claimed it for Norway. Had Norway expressed interest in pursuing these claims, the implications for Canadian sovereignty could well have been serious, but fortunately for Canada, the Norwegian government took no steps to assert or secure them, and in 1930 formally abandoned them.

The Sverdrup expedition took place during an era of enthusiasm for Canadian nationalism and was immediately followed by the shock of the Alaska boundary dispute, in which Canada lost its case (admittedly, a bad one) to the United States. It was during this time that the "sector theory" of northern sovereignty became popular in Canada. This would have given Canada sovereignty over an enormous pie-shaped area of the North, with the 141st meridian (the Yukon-Alaska boundary) as its western side, the 60th meridian on the east, and the north pole at the point. The advantage of the sector theory was that it would have legitimized Canadian claims to the Arctic, both known and unknown, without the need for any further action. The Soviet Union, which had an even bigger slice of the pie, adopted it, but it did not appeal to nations which had small Arctic coasts, or none at all. Despite the fact that official Canadian maps still indicate these two meridians as the boundary of Arctic Canada, it has never been adopted as official Canadian policy, perhaps because the Americans refuse to accept the idea.

The United States also had some right to claim part of Canada's Arctic, particularly through the discoveries in northern Ellesmere Island of the Greely expedition of the 1880's, but the American government was not interested in the region and made no formal claims. Denmark also had a claim to Ellesmere Island arising out of the fact that the Inuit of northwestern Greenland, which was a possession of Denmark, had been traveling across Smith Sound from Thule to hunt musk-oxen on Ellesmere Island. In 1919 the Danish government told Canada that it considered northern Ellesmere Island to be no man's land, open to rival claims of sovereignty. But again, this policy was not pressed.

It was thus in the eastern and the high Arctic that Canada's sovereignty was the most tenuous. Beginning in the 1880's, agents of the Canadian government made periodic voyages to the region during which flags were raised and cairns

built. In 1909 Captain J. E. Bernier landed on Melville Island and claimed the entire Arctic archipelago for Canada. But since there was no resident official nor administrative activity in the region, this assertion of sovereignty was symbolic rather than real, and would have carried little weight in an international tribunal.

The government of Canada had always been reluctant to assert its claim to sovereignty in the Far North, mostly on the grounds of expense. The Canadian Parliament had resisted the transfer of 1880 for this reason and accepted the gift only at Britain's insistence. However, Ottawa was also sensitive to public opinion. When the government perceived around the time of the first World War that public opinion favored more assertive action in the Arctic, it took steps to make positive demonstrations of sovereignty in the region. It was this impulse which led to the Canadian Arctic expedition of 1914-1918, in which Vilhjalmur Stefansson, on behalf of the Canadian government, explored much of the western Arctic, discovering several large islands in the process.

In the eastern Arctic, the agents of sovereignty, as in the Yukon, were the Mounted Police. In the summer of 1922, R.C.M.P. detachments were established at Pond Inlet on the northern part of Baffin Island and at Craig Harbor, on the southeast corner of Ellesmere Island. Pond Inlet was the hub of an Inuit community, and when the police began to enforce the law there--especially when one Inuit was convicted of killing a white trader--there was no doubt of Ottawa's authority in the region. In 1923 another detachment was set up on Baffin Island, at Pangnirtung, and in 1924 another at Dundas Harbor, on the southeast coast of Devon Island. In 1926 the most northerly detachment was established at Bache Peninsula, at 79 degrees N., in the midst of the Greenland Inuit hunting grounds.

If Canada's claim is secure, why is there a controversy about Arctic sovereignty today? There is a two-part answer to this question. In the first place, the challenge to Canada's sovereignty over the Arctic is not directed at the mainland or the islands, for this has been unquestioned since at least 1930. Rather, the challenge is to Canada's claims to sovereignty over the Arctic waters, and unlike the broad consensus over the principles of sovereignty over land, there is much international disagreement over the principles of sovereignty over water. The controversy over the voyages of the "Manhattan" and the "Polar Sea" arose from the fact that Canada claims all the waters of the Arctic archipelago, including the "Northwest Passage," as territorial or inland waters, like Hudson Bay or the St. Lawrence River, while the United States does not recognize this claim, holding instead that this passage is international. Unlike land areas, the sea has no logical or easily delineated boundaries; a three-mile limit is no more logical than a twelve-mile limit, since both are arbitrary.

The question is further complicated by the existence of rich oil and gas deposits in the Beaufort Sea, some of them in waters which the United States considers international, but Canada claims as territorial. Equally contentious is the question of submarines operating beneath the Arctic ice.

Are the Russians lurking beneath the ice floes in waters claimed by Canada? What is Canada prepared to do about it if they are? If Canada does nothing, has she the right to object if the Americans operate in what she claims as her waters? Such questions go to the heart not only of the sovereignty question, but also the whole matter of North American defense and of relations between Canada and the United States.

Dr. William R. Morrison is a professor of history at Brandon University in Brandon, Manitoba. He is a published authority on Canada's North.

ESSAY CONTEST from page 1

heart of Canadian Studies in the schools of New York State. As both countries stand on the brink of a free trade agreement which might well lead to a total integration of the North American economy, the case for Canadian Studies in the United States takes on a new urgency.

Essay contest brochures have been sent to each of the hundreds of high schools in New York State--and to all those on the mailing list for *TEACHING CANADA*. For additional contest details and entry forms, contact the Center for the Study of Canada, SUNY Plattsburgh, 12901.

7-8 MATERIALS from page 1

Plattsburgh Center including information regarding summer workshops and various publications for teachers. An order form for the Center's most recent publication, *The Canada Connection in American History*, was also included. This 200-page resource guide was written to accompany the New York State syllabus. The guide is divided into nine major units. Each unit consists of a brief teacher background which explains the Canada connection during a particular time period and a number of strategies for the classroom. The book contains nearly one hundred pages of charts, drawings, student readings, political cartoons and the like for use with the strategies. Each unit also contains a selected and annotated multi-media bibliography listing both fiction and non-fiction books, as well as movies and filmstrips. The guide provides a selected listing of Canadian Studies outreach services and the addresses of major Canadian publishers and Canadian Consulates General in the United States. A number of suggested field trip opportunities are described and contact people who can help arrange the trips are listed as well.

The guide is available in two formats. Wrapped hole-punched copies are available for use in the teacher's own 3-ring binder (\$10. postpaid) and book-bound copies are also available (\$11. postpaid). The books will be on sale at the upcoming NYSCSS Convention in March, or contact the Center for the Study of Canada, SUNY Plattsburgh.

TEACHING CANADA

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EDITORS: Richard Beach and George Sherman
CONTRIBUTORS: Jeanne Kissner, Christine Turrone, Thomas Ham,
Emily Castine, Margaret Lanoue

it's elementary

STRATEGIES, RESOURCES and IDEAS FOR
TEACHING CANADA IN THE ELEMENTARY CLASSROOM

by **CHRISTINE TURRONE**

"Toss a pebble into a pond, and rings of ripples immediately attest to its impact, but when we launch an article into our sea of 40 million readers, we can't always be there to see the effect."

Wilber E. Garrett, Editor
National Geographic

Last October, Mr. Garrett used these eloquent words to acknowledge a letter of thanks from Canadian Prime Minister Mulroney regarding a *National Geographic* article dealing with Canada's Queen Charlotte Islands.

Although *TEACHING CANADA* does not have 40 million readers (yet), nor have we received a letter from Prime Minister Mulroney (yet), we are pleased nonetheless to have received a message from one of our teacher readers. Mrs. Jo Hausam, a grade five teacher in the Arlington School District (near Poughkeepsie) enjoyed our issue with the wildlife theme (Winter, 1987) and shares with readers a variation of one of the activities suggested in *It's Elementary*.

WARMING UP WITH WILDLIFE

by Josephine Hausam

"Mine is a polar bear!"

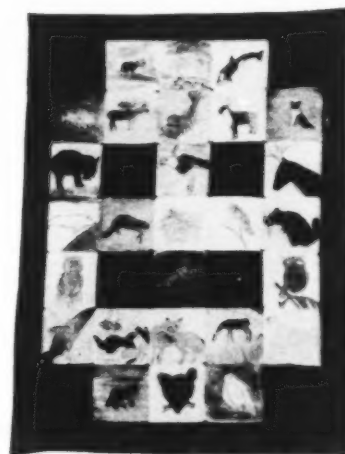
"I have a Canadian Goose"

"What does musk-ox look like?"

L-Y-N-X ?

Comments and questions flew across the classroom as my fifth grade students read slips of paper chosen from a hat. The random selection of mammals, or birds, or fish, native to Canada was the first step in making a Canadian wildlife quilt as a class participation project. The construction of the quilt, part of our Canadian Studies unit in fifth grade, proved to be an ambitious, but worthwhile undertaking.

With the assistance of our school librarian, Mrs. Beverly Emsley, each of our students researched the characteristics and habitat of his or her animal and found a photograph or sketch of the animal. In art class, using special fabric crayons and their pictures as guides, the students drew their animals on six-inch squares of newsprint paper. These drawings were then transferred by ironing onto pre-cut squares of white Muslin. Batting and coordinating gingham



THE COMPLETED WILDLIFE QUILT

fabric were purchased. The Art teacher, Mrs. Lisa Nelson, designed the layout and I assembled the quilt by hand and machine. Assembly, however, could have been accomplished by the students or by volunteer parents. The finished quilt, accented with a maple leaf in each corner, measured six feet by four feet.

Our quilt will remain on display at our school. Other options considered included giving it as a gift to a retiring teacher or raffling it off at a P.T.A. function.

My students were able to see how each of their individual efforts, when joined together, could fashion a whole more beautiful than the sum of its parts. The project fostered cooperation rather than competition between the students. It also involved the participation and active involvement of other teachers and parents as well. As importantly, the activity succeeded, in an innovative and creative way, in introducing students to the wide range of Canadian wildlife.

"That animal is a beaver,"

"I know that one: a caribou!"

"There's my musk-ox; the one with the sharp
horns and shaggy hair."

BOOKS

for young people

by **EMILY CASTINE**

DANGER ON THE TRACKS by Bill Freeman. James Lorimer & Co., 1987. \$6.95CA

Bill Freeman, winner of the Vicky Metcalf Award for children's literature and the Canada Council Award for Juvenile Literature, has a real knack for weaving a story around a particular period in Canadian history with two likeable young siblings, Meg and Jamie Bains, as protagonists.

In this fast-paced adventure novel, these two are lucky enough to land jobs with a railway company in London, Ontario during the 1870s when the railroad and stagecoach lines were in fierce competition with each other. The youngsters plan to solve the mystery surrounding damage to the railroad tracks and thereby win a \$200 reward which they would immediately send to their needy widowed mother and siblings.

Independent, reliable Meg is a solid role model. She has the weight of the world on her small shoulders and is wise beyond her years. Younger brother Jamie, fired from his railroad job, cleans the stables for the stagecoach horses, putting him in daily contact with the group suspected of sabotaging the tracks. Tension peaks in the final chapter with a race between the train and the coach!

Smooth dialogue and believable characters make for a memorable story. A map and historical photographs are included. This book would be appropriate for grades 4-6.

SHADOW IN HAWTHORN BAY by Janet Lunn, Lester & Orpen Dennys, 1986. 216 pp. \$9.95 CA

This is a beautifully written historical tale for girls in grades 6-10. Fifteen-year-old Mairi Urquhart, a Scottish girl with "second sight" crossed the Atlantic to find her beloved cousin, Duncan. Learning upon her arrival in Canada that he has died, she has to struggle physically, emotionally and monetarily in the wilderness of Upper Canada, near London, Ontario, in 1816. When Mairi attempts to use her prognosticating talent with her neighbors, she is thought to be bewitched. Throughout the story, Mairi is tested both by nature's elements and the people and situations she encounters. Not only is the story captivating, but also the interwoven magical element gives it a touch of fantasy. A glossary of Gaelic terms and a map of the locale are included. Lunn has won the Canadian Library Association Book of the Year for Children Award for this work of fiction.



TEACHING CANADA

photo contest

With this issue, we continue our popular photo contest. Once again, we challenge students to identify something Canadian--the symbol above. Entries for contest number seven will be accepted until March 22, 1988. The first five correct entries randomly drawn from all those submitted, will receive with our compliments an attractive book on Canada.

All winners will be notified by mail and recognized in the next issue of *TEACHING CANADA*. Good luck!

Students enrolled in or who have completed a Canadian Studies unit at a school in the United States are eligible. (In New York State this would include students in grades 5, 7, 8 and senior high, and others if substantiated.)

Only entries submitted on the form below (or on a Xerox copy or facsimile) and which provide all the information requested, will be accepted.

Entries must be printed and contain no spelling errors. One entry per student, please.

PLEASE MAIL ENTRY TO:

Photo Contest #7. Center for the Study of Canada, 133 Court Street, SUNY Plattsburgh, Plattsburgh, New York 12901.

ENTRY FORM

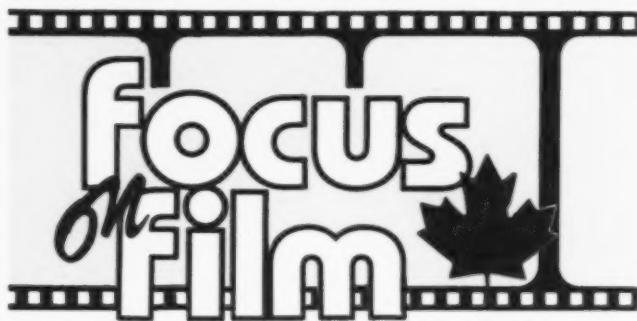
student's name: _____ grade _____

name of school: _____

school address: _____

teacher's name: _____

identify the symbol above.



by MARGARET LANOUE

Finding films that give students a sense of the vast country of Canada is indeed a challenge. It is often easier to pick titles dealing with a very specific subject. However, a number of films have been made by the National Film Board of Canada which look at various aspects of the nation from coast to coast. To help teachers pick materials appropriate for classroom presentation, here is a survey of some titles which deal with Canadian topics commonly undertaken on the elementary and secondary school levels. Unless otherwise indicated, all titles are available in both 16mm film and VHS format video.

CANADA AND ITS PEOPLE

Canada Today English: 106C 0181 549 (28 minutes) color.
In French: *Canada d'aujourd'hui* 106C 0281 549
Available in film only.

Here is Canada English: 106C 0172 568 (28 minutes) color.
In French: *(Voici le Canada)* 106C 0272 568

National Scream English: 106C 0180 510 (28 minutes) color

Propaganda Message/Message de Propagande Bilingual:
106C 0374 143 (13 minutes) color.

What Is Going on Up There? English: 106C 0180 534 (28 minutes) color.

Who Are We? English: 106C 0176 625 (5 min.) color.

Films in this category can be used at the introductory level. *Canada Today* and *Here is Canada* are two films of the same type that can be used with all age groups. They are both very general in their view of the country and the scope of activities of its people. There is a smattering of geography, economics and industry as well as culture and social life. *Canada Today*, made in 1981, is the newer of the two and has a more modern look. *Here Is Canada* was made in 1972 and might be considered a bit more academically oriented. Some viewers tire of the booster or touristic aspects of *Canada Today* by the end. Photographically, however, the film is certainly beautiful and well made.

The remaining films in this section all deal in some way with the Canadian identity. As we are all North Americans, citizens of the United States and Canada share a great deal.

The following films and videos help in one way or another to illuminate what are the distinctive aspects of Canadian society. *Who Are We?* (1976) is probably the most simplistic of the lot. It is a short animation that would entertain elementary school audiences. It quickly breezes through such topics as the fur trade, bilingualism, the Queen and hockey. Its point is that adaptation is the key to nationhood for Canada and that many cultures contribute to the society.

The National Scream (1980) appeals to middle school and older students. Using animation as well as live action, the film deals with the mysterious disappearance of Canada's national symbol--a beaver who has been in residence in Parliament. An officer of the Mounties is called in to investigate. The film is patterned after a television documentary in a very tongue-in-cheek style.

Propaganda Message (1974) and *What Is Going On Up There?* (1980) are both suitable for older students who are beyond the introductory level (middle school and above). *Propaganda Message* deals with some of the myths and realities of the Canadian identity, some of which are compared with those of the United States. *What Is Going On Up There?* goes further along this line and includes interviews with prominent Canadians on more complex aspects of issues such as bilingualism and cultural protection. A capsule history of Canada is given. *Propaganda Message* is completely animated and *What Is Going On Up There?* is a mixture of animation and live action.

CANADA - THE LAND

Canada Landform Regions English: 106C 0164 031 color.

Seaway to the Heartland English: 106C 0175 700 color.

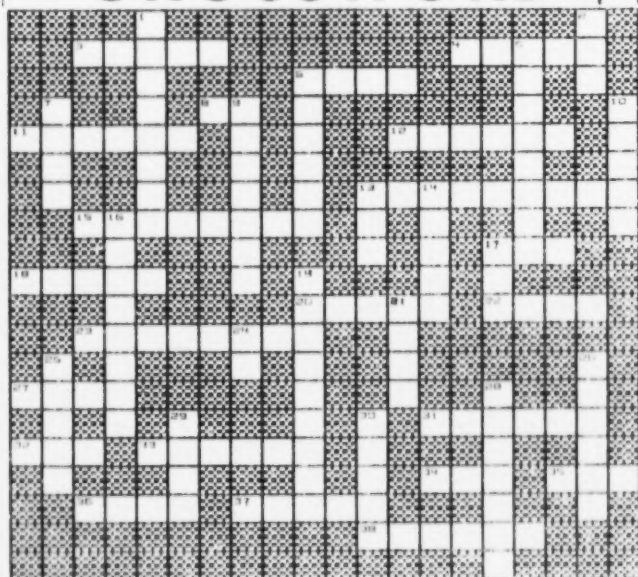
To Sense the Wonder English: 106C 0178 502 color.

TransCanada Highway English: 106C 0180 225 color.

Canada Landform Regions, although made in 1964, still provides an excellent geographic introduction to Canada and indeed the North American continent. It gives students a sound basis to look further at some of the ramifications of geography upon transportation and society. *Seaway to the Heartland* (1975) delves into the importance of waterways in exploration and settlement westward, as well as in present-day trade. *TransCanada Highway* begins with the 20th century development of a roadway linking all of the provinces from Newfoundland to British Columbia. The varied lives of residents along the route are examined as the highway is traced from east to west.

The films and videos described above are all available for loan (\$15.00 handling fee) from the Canadian Film Distribution Center at SUNY Plattsburgh. If you would like to discuss these or any other films, reserve a film or video, or simply request a complete catalog, call or write: Canadian Film Distribution Center, Benjamin Feinberg Library, Room 126, SUNY Plattsburgh, New York 12901. (518) 564-2396. □

CROSSWORD



ATLANTIC CANADA

Across Clues

3. Sea Mammals which breed in the Gulf of St. Lawrence every spring
4. Barren, uninhabited and sandy island off the coast of Nova Scotia
6. Number of provinces in Atlantic Canada
8. Conditional
11. Popular singer from Nova Scotia. Ann
12. Airport city of Newfoundland
13. Capital city of Prince Edward Island: _____ town
15. The Atlantic provinces are also known as the _____ provinces
17. Color of the soil on Prince Edward Island
18. The first French settlement in Canada: Annapolis
20. American state south of New Brunswick
22. Directional location of the rest of Canada in relation to the Atlantic provinces
23. New oil field off Newfoundland's east coast
27. Capital city of New Brunswick St.
31. One of the two French Islands in the Gulf of St. Lawrence
32. Important mineral resource discovered recently off the coast of Newfoundland
33. Crop for which Prince Edward Island is famous
34. English language translation of Nova Scotia: _____ Scotland
35. Common weather occurrence along the coast of Newfoundland
36. Important mineral found in Newfoundland

Down Clues

1. Large section of Newfoundland adjacent to the Province of Quebec
2. Canada's smallest Province (abrv)
5. The world famous schooner from Lunenburg, Nova Scotia
6. Musical instrument commonly heard in the Maritimes
7. Current which runs along Canada's east coast; The _____ Stream
9. Most important occupation of the people of Newfoundland
10. Major industrial product of Sydney, Nova Scotia
13. Important fish caught off the coast of Atlantic Canada
14. Important agricultural product of central Nova Scotia
16. French Canadians of New Brunswick
17. Word often used to describe the weather of Labrador
19. The man who brought Newfoundland into Confederation and who was the province's first premier; Joey
21. Largest of the maritime provinces (abrv)
24. One of the first four Canadian provinces; home of many American loyalists
25. Huge French fortress located at the mouth of the St. Lawrence River: _____ burg
26. Large island of Nova Scotia; Cape _____ Island
28. A maritime delicacy; grows in the ocean
29. Major river of New Brunswick; the St. _____

37. Type of Electric energy produced along the Quebec-Labrador Border
38. New Brunswick's Father of Confederation; Sir Charles _____

30. Explorer who claimed Newfoundland for England in 1497

Solutions in next issue.

UPDATE from page 12

love the United States, but the more I see of the States the happier I am to be here, even if it does cost more."

David Suzuki, noted scientist and broadcaster. "I am horrified because of the assumptions underlying a deal--that the marketplace and jobs must determine the future of this country. This is misguided entrepreneurship on the part of some Canadians who want to be big-time businessmen. Canadians are different from Americans because of the CBC, medicare, Quebec and Tommy Douglas. I don't want to live in Reagan's America. This is a sellout."

Elizabeth Beale, economist. "It won't eradicate our economic problems, but it is the best opportunity we have."

David Barrett, former Socialist premier of B.C. "Complete resource access will leave us forever as hewers of wood and drawers of water. It's really an incredibly bad deal."

THE BUCK RISES

Older folks remember the days, fifteen or so years ago, when the Canadian dollar was worth *more* than the U.S. dollar. But the Canadian dollar thereafter went into a progressive tailspin reaching a low last year of \$.70 compared to the U.S. dollar. This was wonderful news for the United States. Many items and hotel accommodations, seemed so cheap in Canada. This could be changing. During the past few months, the Canadian dollar has been steadily rising in value. As of this writing, it had reached \$.78, a four-year high. But the Canadian dollar in relation to all other major world currencies has, like the U.S. dollar, declined significantly during the past two years.

PRINCE EDWARD ISLAND LINK CLOSER TO REALITY

After more than 100 years of discussions and plans, it now appears that the federal government is very serious about the construction of a bridge or a tunnel between Prince Edward Island to the mainland (a ferry service has been available for decades). The project came one important step closer to reality when on January 18 the people of PEI, in a non-binding plebiscite, voted 60% in favor of authorizing their provincial government to negotiate with their federal counterparts over the details of a fixed link connection with New Brunswick. *The Montreal Gazette* (January 9, 1988) has labeled the vote "their biggest decision since joining Confederation in 1873."

Instead of the present 45 minute ferry crossing at this point, it would take less than 15 minutes by car. It is estimated that the bridge or tunnel over the 14 km (9 mi.) distance would cost 1 billion dollars and take 5 years to build. □

canada update

REAGAN, MULRONEY SIGN CANADA-US FREE TRADE AGREEMENT

Negotiators for the United States and Canada reached agreement on a free trade accord on October 3, 1987. President Reagan and Prime Minister Mulroney signed the agreement on behalf of their governments in early January, 1988. The treaty would remove all tariffs on bilateral trade between the two countries (over a ten year period) and remove virtually all import and export restrictions as well as restrictions on investment. Implementation of the treaty (scheduled for January, 1989), however, awaits approval by the legislatures of both nations this spring.

The treaty faces formidable obstacles in both countries. Protectionist sentiment continues to gain momentum in the United States as a prescription for dealing with the country's trade imbalance. In an election year, Senators will be especially sensitive to the pleas of those who stand to lose the most if tariffs on competing Canadian products are removed.

Canadians are divided over the treaty as well. Both of Canada's opposition parties are officially opposed to the agreement as it is now written; so is Ontario's influential premier, David Peterson. Opposition leader John Turner proclaimed on the floor of the House of Commons that he would "tear it up" if he were Prime Minister. Many in Canada are urging Prime Minister Mulroney to call a national election before asking for approval in the House--a sort of national referendum on the issue. A final obstacle awaits in the Canadian Senate where the opposition Liberal Party holds a majority. Most of the Canadian opposition is based on the fear that economic integration with the United States, while promising a higher standard of living for most Canadians, would almost surely come at the expense of Canada's national identity and sovereignty. Many critics have charged that one result of the free trade accord would be to make Canada the "fifty-first state".

The following article provides highlights of the free trade debate in Canada.

FEEDBACK ON THE FREE TRADE DEAL

Reactions of noted Canadians to the Free Trade Deal between Canada and the United States have been extremely varied. Almost everyone has an opinion, and a strong one at that, for or against the agreement. In general, the business community is very much in favor; the media, labor and the cultural community are equally opposed. Below are statements on the issue made by famous Canadians excerpted from an article in the October 19, 1987 issue of *Maclean's*.

Pierre Berton, famous author. "It's dreadful. It is selling the soul of our country. It means we are one step closer to becoming American."

John Polanyi, Nobel prize-winning chemist. "Free trade is the wave of the future."

John Kenneth Galbraith, Canadian-born economist at Harvard. "Canada clearly has a trading advantage under this deal and much wider access to the United States."

William Bennett, former Social Credit premier of British Columbia. "People who support the status quo are sticking their heads in the sand. A deal will mean we are much stronger economically than if we don't have one."

Gordon Pinsent, famous Canadian actor. "What scares me is that we will be a mere expression of another country. I don't want to be a cultural tenant."

Marie-Josée Drouin, noted Montreal economist. "Most studies show that free trade will cause dislocation, but the whole effect will be positive and we will experience rapid growth."

Scott Abbott, Montreal co-inventor of Trivial Pursuit, "I

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 **Center for
the Study of Canada**
State University of New York
Plattsburgh, NY 12901

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non-profit organization

inside: summer teacher workshops

VIDEO PACKAGE TO TEACH AMERICAN STUDENTS ABOUT CANADIAN PARLIAMENT

The Center for Learning Technologies, New York State Education Department, has secured the right to access televised proceedings of the Canadian House of Commons and to make them available for viewing in the public schools of the State of New York. In order to prepare students and their teachers to make maximum use of these televised proceedings, the CLT is sponsoring the development of a 30-minute video program designed to familiarize American Students with the structure and function of the Canadian Parliamentary system. The program is being prepared by the Center for the Study of Canada, SUNY Plattsburgh and the North Country Teacher Resource Center in Cooperation with the Canadian Broadcasting Corporation. The project is underway and is scheduled for completion by January, 1989.

The video will be part of a resource package for developing a teaching unit on Canadian government. The package will contain a sufficient variety of reading materials and activities so that it can be used in a number of ways at any grade level 7-12. The materials

continued on page 2

NOTED CANADIAN WRITER MICHELE LANDSBERG VISITS GRADE 5 STUDENTS IN POUGHKEEPSIE

The grade five students at Overlook School (near Poughkeepsie, NY) were treated this Spring to a very special visit by Canadian writer Michele Landsberg. Ms. Landsberg is a regular columnist for the *Toronto Globe and Mail* and a noted authority on Canadian, American and English children's literature.

The visit was Ms. Landsberg's idea. She met Grade 5 teacher Christine Turrone during a reception celebrating publication of the author's most recent book (*Reading for the Love of It: Best Books for Young Readers*) and learned that Canadian literature was being used at Overlook School to teach the children about Canada--and about writing (see *IT'S ELEMENTARY* on page 8). Plans were made for Ms. Landsberg to visit the school in order to see for herself--and to provide the students an opportunity to meet and converse with a *real* published author.

Ms. Landsberg arrived on April 13 with an armful of books brought as presents for her young, and very excited, hosts. The students spent the entire morning discussing with her the Canadian literature and authors they had studied. Many shared drawings illustrating their impressions of themes and characters from favorite stories and sought Ms. Landsberg's advice about improving their own writing. They were eager, also, to learn about Ms. Landsberg's life as a Canadian, and as a writer--and what it is like to be married to husband Stephen Lewis, Canada's Ambassador to the United Nations. The students concluded the morning by singing their rendition of *Oh Canada* in honor of their special guest. Ms. Landsberg expressed her delight in having met these American youngsters who enjoy reading, who care about their own writing--and who know so much about Canada. □

in this issue

NEWS

video package on parliament available soon
a very special visit to an elementary classroom

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will include student readings describing the historical development of the Canadian Parliamentary system and the structure and function of Canadian government institutions. The package will also include a collection of black and white graphics for use as transparency or copy masters such as flow charts, political cartoons, lists of federal-provincial powers, floor diagrams of the House of Commons, copies of the Canadian Constitution and Charter of Rights and Freedoms, a glossary, a selected, annotated bibliography, as well as sample teaching strategies and student activities.

It is expected that the video package and access to live House of Commons debates via satellite will be especially useful in New York State to teachers of the new grade 12 course, *Participation in Government*. Knowledge of the Canadian system of government will provide students the opportunity to add an interesting and meaningful international dimension to their study of how citizens work through their governments to solve real-life problems. Any number of trans-border issues such as acid rain, free trade, water pollution, and off-shore fishing rights may serve as useful models for introducing students to the complexities of problem-solving in the international arena. Daily access to the Canadian House of Commons will allow students and their teachers an exciting opportunity to remain current and uniquely informed on a variety of important issues by watching the decision-makers themselves in open debate.

C-SPAN IT'S NOT !

The many long-winded speeches and dead-air so typical of most C-SPAN coverage of proceedings in the United States House of Representatives and Senate should not discourage teachers from looking in on the televised proceedings of the Canadian House of Commons. The nature of the Parliamentary system may or may not make for better government, but it certainly makes for better television.

When the House of Commons meets, for all practical purposes the whole Canadian government is represented under one roof because the Prime Minister and members of the cabinet are also members of the Commons. With Canada's two major parties seated on opposite sides of the chamber and facing one another, debate takes place over the legislative initiatives of the sitting government (the majority party)--and its annual budget. Each daily session of the House opens at 2 pm (10 am on Fridays) with *question period*, an hour of usually spirited debate over current government policies and behavior, most often led by the leader of the official opposition party and joined by other opposition members with their own bones to pick with the Prime Minister or members of the cabinet. In both Canada and the United States, most of the business of lawmaking takes place in committees (and, in Canada, meetings of the Cabinet), not on the floor of the House chambers. But *question period* is unique to the Parliamentary system and provides continuous accountability on the part of the government forced to defend its actions on a daily basis in full public view. □

le coin français

by Thomas Ham, Jeanne Kissner and Jeff Felshaw



Bienvenue au

QUEBEC!

Le Québec porte en lui des contradictions fasciantes: contrée nordique, il connaît un été exceptionnel, souvent presque tropical; seul état francophone sur le continent nord-américain, "découvert" il y a peine 450 ans, c'est aujourd'hui l'une des sociétés les plus modernes au monde. Le niveau de vie dépasse au monde. Le niveau de vie de ses habitants le place au 9 rang des peuples de la terre, grâce notamment à ses abondantes ressources naturelles.

Vivre au Québec, pour les premiers colons c'était pour leurs descendants d'aujourd'hui, c'est conquérir la nature, en vivre et en tirer son plaisir, mais c'est aussi l'assumer, se laisser porter par son cycle infini et sa puissance. Terre immense, faite de grands espaces, de forêts et de lacs à perte de vue, vivant au rythme de quatre saisons bien définies, ce "nouveau monde" du XVI^e siècle a tenu ses promesses d'avenir: après l'avoir conquis à la force de leurs bras et de leur patience, les Québécois l'ont ouvert à tous.

Le Québec est une terre d'accueil, pacifique et démocrate, où vivent les descendants des premiers colons français, ceux des Anglais et des Irlandais arrivés deux siècles plus tard et les immigrants venus de près de 80 nations au cours des 50 dernières années. Peuple de défricheurs, de bâtisseurs, de travailleurs, les Québécois ont aussi donné au monde des ingénieurs, des artistes, des inventeurs, des poètes et des scientifiques.

Parce qu'ils sont charleux et accueillants, ils ouvrent leurs portes aux visiteurs hiver comme été, et ils ont déjà convié les gens de partout à des célébrations mondiales: à Montréal, leur métropole, pour l'exposition universelle de 1967 qu'ils ont appelée "terre des Hommes" en 1976 pour les Jeux Olympiques d'été; en 1980 pour une grande fête des voiliers soulignant le 450^e anniversaire de la découverte du "Nouveau Monde".

Nous sommes sûrs que nos lecteurs auront beaucoup de plaisir en visitant le Québec. Pourquoi pas y aller cet été?

...d'après *Réalités du Québec*, une publication du Ministère des Relations Internationales, Gouvernement du Québec. □

A CANADIAN SUMMER

There are several excellent workshop opportunities this summer for teachers interested in pursuing Canadian Studies. Here is a sample of what is available.

ATLANTIC CANADA TEACHERS' INSTITUTE

June 17 - 21, 1988

The Canadian-American Center at the University of Maine will offer the Atlantic Canada Teachers' Institute, a Canadian Studies workshop designed for school teachers from K-12. Although credits will be arranged through the University of Maine, the entire workshop will be conducted in the Maritime provinces, with the initial meetings in Halifax, Nova Scotia. The program will be co-directed by Dr. Bernard Yvon of Maine's College of Education and Gail Yvon, Staff Associate for Education Outreach. The purpose of the Institute is to provide first-hand experience in Canada and an overview of Canadian culture (geography, history, peoples, children's literature and contemporary issues). The workshop will also stress methodologies for infusing Canadian content into the school curriculum. The Institute will include lectures, discussions, field trips and other relevant learning activities. *NOTE:* Some financial support for travel and lodging will be available.

For further information, please contact: Gail Yvon - ACTI, Canadian-American Center, University of Maine, 154 College Avenue, Orono, ME 04469. Telephone: 207/581-4225.

UNIVERSITY OF VERMONT'S SUMMER WORKSHOPS

The University of Vermont's Canadian Studies Program will offer three tuition-free workshops on Canada for teachers, all carrying graduate credit. They are: June 27-July 8, Introductory Seminar-Workshop (Dr. Metcalfe et al); June 27-July 8, Advanced Seminar Workshop in the Geography of Canada (Dr. Miles); July 11-17 (incl. July 16-17), Special Topic Workshop: Looking at Canada With New Eyes (Drs. Liebs and Lipke).

Prerequisites: for the Introductory, none; for the Advanced/Geography, an introductory workshop or equivalent; for the Special Topic, which will examine both the artistic/architectural/cultural environment and the built environment, as interpreted by professors of history, historic preservation and art history, some previous Canadian-content course work is recommended.

Credits: the Introductory and Advanced workshops may be taken for either 2 credits (attending all lectures plus other specified events) or 3 credits (attending all lectures plus all workshop sessions). The Special workshop will involve intensive lectures for 5 days plus a 3-day field trip to eastern Ontario, Montreal and Quebec's Eastern Townships.

Cost: tuition free. Registration fee \$30, payable at time of

registration. Some extra costs during field trip.

For further information, please call or write Karen Stites, Canadian Studies Program, 589 Main St., University of Vermont, Burlington, VT 05405 (802-656-3062).

FIFTH ANNUAL FRENCH-CANADIAN INSTITUTE FOR LANGUAGE AND CULTURE

July 5-16, 1988

The fifth annual French-Canadian Institute for Language and Culture will take place at SUNY Plattsburgh and in Montreal and Quebec City from July 5-16, 1988. Fifteen high school teachers of French from throughout the United States will be selected to participate in this intensive program. Dr. Jeanne Kissner, Associate Director of the Center, will coordinate the ten-day program which will feature prominent speakers in the fields of French Canadian history, geography, political science, economics, literature, cinema and more.

The morning sessions will consist of intensive French language classes taught by *Professeur* Michel Ladouceur, a distinguished language instructor from Montreal. His three-hour class will provide the latest in language pedagogy, an exhaustive study of linguistic variations from continental French (syntax, vocabulary, etc.) and a complete exploration of the latest resources in language learning, particularly those using Quebec as a model. In the afternoon, in addition to lectures in French on diverse topics relating to French Canada, participants will watch French television, listen to radio programs from Quebec and view Quebecois films.

The participants will spend several days in the Province of Quebec, traveling to Montreal and Quebec City where they will meet knowledgeable leaders in education and government, attend cultural events and tour the cities. In addition, they will visit French language immersion classes at *Universite Laval* in Quebec City and observe instruction in Quebec high school classes. Throughout the Institute, teachers will develop curriculum materials to be used in their own French classes beginning in the fall of 1988. This Institute, now funded in part by a grant from the U.S. Department of Education, is a continuation of a project originally funded by a major grant from the National Endowment for the Humanities. For further information, contact the Center at 133 Court Street, Plattsburgh, NY 12901, telephone: 518-564-2086.

CANADIAN STUDIES SUMMER WORKSHOP FOR SOCIAL STUDIES TEACHERS

June 27 - July 3, 1988

Spend seven summer days on the beautiful campus at St. Lawrence University learning about Canada and ways to present Canadian Studies in the elementary and secondary classroom. Individual sessions in history, geography, the

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Cradle of Canadian industry **MONTREAL**

by Sam Allison



Most Americans think of Canada as a land of lakes, mountains and snow. Yet, Canada is an efficient, modern country. This article sets out to show how Canada became modern using Montreal, the cradle of Canadian industry, as a focus.

Pre-Industrial Economy

Until almost exactly 1800, the Canadian economy was based overwhelmingly on fur, farming and fortresses (military spending by France and Britain). As for Montreal, it was located at the Lachine Rapids, the highest point that French ships could sail up the St. Lawrence River and exchange European goods for furs. The river made Montreal. Since furs have a high value but low weight, harbor equipment and roads were practically unnecessary to conduct the fur trade in the city. As in other frontier parts of North America, money was not as we know it. The French military had used playing cards signed by officers as money, but, usually goods were bartered (changed for other goods).

The coming of the British in 1760 increased the sale rather than changed the nature of the economy. Alexander McKenzie of Montreal's Northwest (Fur) Company became the first man to cross North America and the first to reach the Arctic by land. By 1800, we see that the fur trade had been extended from Montreal's warehouses to the Pacific and Arctic oceans. However, most Montrealers worked in small-scale, local enterprises such as shops.

Industrial Foundations: 1800-1850

The first stage of Canada's economic development took animals from the forest, while the second stage took the forest itself. In the days before cheap iron, let alone plastic, wood was a major resource used for ships, tools, buildings, wagons, fuel and even shoes. So, when Napoleon organized an economic boycott that included timber, the British turned to their Canadian colony for this vital resource. Even after the end of the Napoleonic wars in 1815, British industrial needs for railway ties, pit props and building materials sent literally hundreds of ships each year to Quebec. It is no accident that one of the most famous English Canadian folk songs starts with the words, "Were you ever in Quebec, stowing lumber on the deck," since thousands worked in the timber trade.

To service the export of timber and later wheat, canals were built, docks started and the river dredged. The river had made Montreal, but now Montreal began to make the river. Transportation projects also created financial institutions. For example, Canada's first railway was financed by the selling of shares in Canada's first stock exchange, Dillon's Montreal Coffee House. Banks and insurance companies also started at this time.

There were few factories in Canada before 1850 and Montreal was still a commercial centre--though shipbuilding and steam engine manufacturing had started. Generally, highly skilled manual workers were important.

Industrial Revolution: 1850-1890

The start of large scale, energy intensive and technologically advanced factories began after the Lachine Canal was enlarged in the late 1840's. Water, surplus to the needs of the Lachine Canal's locks, was used to power food processing, textile, iron, wood, paint and rubber factories.

An English visitor, Samuel Day, wrote in 1862 that "alone the banks of the Lachine Canal, factories and mills are closely congregated: the machinery of each being altogether worked by means of water power. To the same cause may be traced the materials and commercial prosperity of Montreal itself, which this canal and the works upon its banks have converted into the grand trading and manufacturing center of the Province (Canada)."

Transportation methods changed to meet the new demands created by manufacturing. Montreal was ice-bound during winter which limited the city's ability to import and export. So, one of the great industrial structures of the nineteenth century, the Victoria Bridge, was created to span the St. Lawrence River. The world's longest bridge linked Montreal by rail to an ice-free port, Portland, Maine. Montreal's Grand Trunk Railway (now the Canadian National) became the first international railway and the longest in the world up to that time.

Railways illustrate the Industrial Revolution in Montreal. The Grand Trunk's trains, rail-lines and metalwork for the Victoria Bridge had to be imported from Britain in the 1850's. However, by the time the last spike was being driven into the Canadian Pacific Railway in the 1880's, Montreal was manufacturing rails and trains for us across Canada.

Turning to financial changes, the Stock Exchange became incorporated, many new banks started and the Sun Life Insurance Company set out on what was to be a prosperous path. Gradually Montreal was becoming a financial centre. As an indicator of financial change, the Canadian dollar replaced the British pound as legal tender in 1859.

Life was grim for many people during Montreal's Industrial Revolution. Dockers worked thirty-six hour shifts and children as young as ten years of age worked twelve hours a day in factories. The rapid growth of the city meant that living conditions were terrible and epidemics were common. Indeed, during a smallpox epidemic, soldiers at gunpoint forced thousands to be vaccinated against the disease.

Industrial Maturity: 1890-1920

The next stage in the transformation of Canada into a modern country can be labelled "Industrial Maturity." Many features from the Industrial Revolution era died while many modern features appeared. Take power for instance. Coal had replaced water as the major source of Montreal's power by 1890. However, electricity in turn replaced coal as the major power source between 1890 and 1920. By the turn of the century, hydro electricity was being carried to Montreal from Shawinigan, the world's longest electric transmission line up to that time. Thus began long distance electric transmission which would ultimately develop into the export of power to the United States.

In the realm of manufacturing from 1890-1920, James Ross of Montreal pioneered the development of electric street cars and exported them to the United States and Britain. Industrial maturity meant that Canada was becoming an equal rather than a dependent. Ross also illustrates an intellectual, industrial maturity. Public transportation companies all over the world adopted Ross' idea of pay-as-you-enter (rather than employ a conductor to collect fares). Ross made an immense fortune since he had patented his inventions.

Until the 1890's, most Montrealers had worked in primary industries such as the fur and timber trades or in secondary industries such as flour mills. However, the 1890-1920 period saw the rise of tertiary occupations--white collar clerical jobs such as those in banking. Curiously, during this time, virtually all the bank tellers were men. Women worked in the largest occupation of all in the 1890-1920 era--domestic service--something that died away in the 1930's and 1940's.

Yet, it is important to remember that Canada was still largely an agricultural country. The value of agricultural goods exceeded industrial goods until World War I (1914-1918 in Canada). Much of the Canadian industry such as the rail system and harbor facilities in Montreal were very dependent on handling Canadian raw materials for export. World War I also altered the direction of Canadian exports. Before World War I, industrial Britain was the largest importer of Canadian goods. However, by 1920, over sixty percent of Canadian exports went to the United States, and it has climbed even higher in modern times. We can see that World War I is a major watershed that brought major economic changes as well as the more obvious social changes such as women being allowed to vote in Federal elections.

Modern, Mass Consumption Economy, 1920

Changes which World War I brought to Canada, have in modern times occurred at an ever faster pace. The 1920's saw the establishment of "hi-tech" industries such as aeroplane manufacturing. As in previous times, communications such as the increased use of the aeroplane, are reflected in industrial changes. Bell Telephone established an important factory to manufacture telephones in Montreal.

Yet, in the 1920's and through the 1940's, secondary industry based on Canadian raw materials formed the backbone of the Montreal economy. Giant flour mills and massive harbor facilities to export wheat and flour gave employment to thousands of Montrealers. During World War II (1939-1945 in Canada) the numbers employed in Canadian manufacturing exceeded those employed in Canadian agriculture for the first time. The massive demand for ships, aeroplanes, munitions and other war material transformed the Canadian economy and society yet again. Social changes that came about during World War II were important--unemployment insurance, baby bonuses and the right of women to vote in Quebec Provincial (State) elections (the last province to grant female emancipation in Canada).

Yet, there was decay too in the modern period. Industries such as the making of iron nails which were important to Canada's wood economy, had started to decline even before 1920. As in other industrialized places, the "smokestack" industries disappeared almost completely. For instance, Redpath Sugar Mills, Canada's first major factory, shut its doors in the 1970's. Many old factories along the Lachine Canal are being converted into condominiums and senior citizens' homes. Indeed, the Lachine Canal itself is now owned by Parks Canada and may become an industrial heritage museum. As in other countries, tertiary industries such as tourism became an important economic activity in modern times. The service industries became the biggest employers, especially services associated with government.

Canada's transformation into a modern country followed broadly the same lines as other countries. The pre-industrial Canadian economy was based on the fur trade and agriculture. The industrial foundations were laid down between 1800 and 1850 in Montreal and there was a close relationship between transportation, manufacturing and finance. For example, the *Royal William*, the first ship to cross the Atlantic largely by steam, had its engines fitted in Montreal and was financed by merchants as far away as Nova Scotia.

The industrial "take-off" period from 1850-1890 transformed Montreal into a manufacturing as well as commercial centre. Initially based upon hydraulic power, coal, electricity and then gasoline powered machinery. During this period, Montreal was on what we would call the "cutting edge" of technological advance. Ogilvie Ltd. owned the world's largest flour mills partly because the company was the first in North America to replace millstones by steel rollers which could grind hard Prairie wheat. The harbour became the first in the world to be lit by electricity.

In the drive to industrial maturity during the 1890-1920 period, white collar jobs and trade with the U.S.A. began to assume an importance that would be intensified in later times. Montreal's industrial products began to be exported abroad rather than go only to the domestic Canadian market.

continued on page 7

CANADIAN STUDIES worth the fuss?

Students who graduate from high school in New York State during the next decade will surely know more about Canada than any group of students before them. All students now encounter Canada at two different grade levels. At grade five, a multi-disciplinary look at the country and its people is a major component of the syllabus. The new grade seven-eight syllabus in American History presents the history of the United States in a hemispheric context by integrating Canadian and Mexican history at appropriate points in the two year chronological study. In many schools, students also have the opportunity to pursue an in-depth, multi-disciplinary study of Canada by taking an elective course in Canadian Studies following a state approved syllabus.

The new emphasis on Canada in the social studies program in New York State is part of an increased emphasis on global education that cuts across all grade levels. It represents, as well, a recognition of Canada's importance to the United States and of the lack of knowledge on the part of many Americans concerning their most important trade partner and most critical ally. It is an effort which is long overdue.

Our responsibility to Canada as a good neighbor should be reason enough to justify its study in the United States. Although Canadians are very aware of America's presence and importance, Americans for the most part remain almost totally uninformed about Canada. More than one writer has concluded, as Helen Gordon McPherson did as early as 1958, that "the divergence between Canada's intense awareness of the United States and the latter's only vague concern with Canada is the most significant factor underlying whatever Canadian-American difficulties have arisen in recent years."

The fact of Canada's importance to the United States provides a second, perhaps more compelling, rationale. The Canada-United States relationship now touches just about every dimension of public life on both sides of the border. The two countries are each others' most important trade partners and the economies of Canada and the United States are intricately intertwined. Environmental issues also link the two nations. Beginning with a water pollution treaty nearly eighty years ago, the scope of cooperation in this area now extends to power projects and joint efforts to deal with oil spills and acid rain. Additionally, since the beginning of the Cold War, Canada's location between the United States and the Soviet Union has increased its strategic importance to the United States. The two countries have cooperated in a number of defense initiatives, most of them on Canadian soil, to guard against attack by Soviet long-range bombers and to warn against the presence of enemy missiles over the continent.

Is Canada that important--that different--to justify its study as part of our already over-crowded curriculum? Yes, claims the author, and even if it were not, the study of Canada would still be justified as a useful first step in helping students to develop a global perspective.

In the years to come, freer trade between the two countries will likely bring about a complete integration of the North American economy. And it is also likely that economic and political realities during the twenty-first century will force the United States to become increasingly dependent on Canada for everything from diplomatic support to basic resources such as hydro power, oil, gas and even fresh water. Good will or not, Americans cannot afford to ignore Canada any longer.

But while our responsibility to deal more intelligently with Canada is of critical importance to the people of both nations, the rationale for Canadian Studies in our schools goes beyond the need to foster good will between neighbors or the desire to pave the way for future economic integration. (Those who limit their case for Canadian Studies to the latter rationale risk having their motives called into question by the likes of Canadian Professor James Eyrs who once suggested--only partly in jest--that Americans may be interested in learning more about Canada merely to make themselves more effective imperialists.) Worth considering, in addition to whatever content objectives schools may have regarding the study of Canada, are the educational opportunities afforded by Canada's proximity to the United States.

For American students and their teachers, Canada offers opportunities for other-culture study right at their own doorstep. Canadian radio and television signals beam into millions of homes in the United States and mail from tourist agencies, publishers, and pen pals travels quickly across the border. For millions of American students, the visit to a "foreign country" is less than two hours away. Students in New York State are especially fortunate. The second largest French-speaking city in the world is located only forty miles from the state's northern border and a visit to the Canadian Parliament is little more than an hour's drive from Massena. But even without first-hand experience, the Canada-United States relationship itself provides elementary and junior high school students with a useful and relevant model to demonstrate the dynamics of the social, political and economic connections between nations--well before they are asked to take on the whole world in the ninth grade.

The new two-year syllabus in American history taught in New York State is a case in point. As students study the history of the United States in a hemispheric context, they will learn that their country, like most, did not develop in a vacuum. By including *all* of North America in their study of American history, for example, they will learn that what the European explorers called a "New World" was, in fact, a very *old* world, with many vital and complex civilizations spread across a continent many times the size of Europe.

The hemispheric view affords students the opportunity to enhance their understanding of the nation-state as they examine why the goals of the American Revolution were not embraced by all North Americans in the eighteenth century and how the traditions of New France--especially the Catholic religion--and the immigration of thousands of conservative Loyalists from the original thirteen colonies helped to determine that two separate nations would be carved from the British colonies in North America.

Later the students will learn that when viewed in a hemispheric context, the War of 1812 is revealed as being more than an angry effort to settle old scores with Great Britain. The war also signaled the beginning of America's pursuit of its self-proclaimed "Manifest Destiny" and sent a message to Canada that affected relations between the two peoples for the remainder of the nineteenth century.

By making a Canadian connection during their study of the Civil War era, the students will learn that the conflict had far reaching implications for Canada and for Great Britain as well. For many decades, both before and during the War, Canada served as a sanctuary for thousands of Americans who felt compelled to leave the United States for matters of conscience and, in the case of runaway slaves, more freedom. The emergence of the re-United States after the war as a powerful industrial nation was an important factor behind passage of the British North America Act which consolidated Nova Scotia and New Brunswick with the new provinces of Ontario and Quebec and created the Dominion of Canada.

And by including Canada in their study of twentieth century America, students will have the opportunity to compare their own government with a Parliamentary system, to compare two very different immigrant experiences, to consider the challenges of bilingualism, and to learn about the dynamics of international trade, bilateral cooperation and mutual defense--all without leaving the friendly confines of their own continent.

The case for Canadian Studies in our schools contains equal parts of obligation and opportunity. The study of Canada is a useful first step on the way to helping students to develop a global perspective and at the same time may help to build important bridges of understanding into a nation which should never be taken for granted. We owe it to Canada, and to our students, to make the effort.

GEORGE SHERMAN has been co-editor of TEACHING CANADA for six years and is the author-editor of The Canada Connection in American History, a recently published text and strategies/resource guide designed to accompany the grade 7-8 social studies syllabus in New York State. □

TEACHING CANADA

VOL 6 NO 2 SPRING, 1988

EDITORS: Richard Beach and George Sherman

CONTRIBUTORS: Jeanne Kissner, Christine Turrone, Thomas Ham, Emily Castine, Margaret Lanoue, Jeff Felshaw

MONTREAL from page 5

The modern economic age can be taken to start after World War I. While Canada has been labelled the "peaceable kingdom," conflicts such as the Napoleonic wars and World War II have also had an enormous impact upon the economy and society. Most modern Canadians, like modern Americans, have never seen a beaver, let alone trapped one. In fact, Canadians live much like Americans, largely in suburban areas with similar life styles.

It is perhaps appropriate to end with the phrase "affluent society" to describe modern Canada as it applies also to the United States and was coined by Harvard's Galbraith--the greatest Canadian the United States has ever produced!

SAM ALLISON is a high school teacher in St. Lambert, Quebec who has been involved in Canadian Studies and curriculum writing projects for a number of years. □

SUMMER WORKSHOPS from page 3

economy, government, culture and more, all in a friendly, relaxed setting. A film festival and a field trip to Ottawa are also part of the program. A registration fee of \$160.00 will be charged the twenty-five teachers accepted. (Families can be accommodated at reasonable rates.) The application deadline is May 10, 1988.

For the publicity sheet and application form, please contact: Richard Beach, Director, Center for the Study of Canada, SUNY Plattsburgh, Plattsburgh, NY 12901. (518-564-2086) or Robert Thacker, Director, Canadian Studies, St. Lawrence University, Canton, NY 13617. (315-379-5230).

BOOKS from page 10

Suspense builds as the Indian starts to suffer from thirst and hunger, while at the same time, in another spot in the wilderness, Leonora and her stepbrother decide to take a daredevil canoe trip. This hair-raising adventure is well written! The only flaw lies in the cover which depicts two elementary-age children in a canoe, rather than a teenage girl, and this will stop junior-senior high students from even picking up the book. After a good booktalk, though, it should "sell"!!

Monica Hughes has written science fiction novels, including the *ISIS LIGHT* and *GUARDIAN OF ISIS*. She has also authored *HUNTER IN THE DARK* which won the 1983 Council Children's Literature prize. □

DID YOU KNOW?

. that the median age of Canada's population is at an historic high of 31.6 years?

. that over the last 25 years, the population aged 65 and over has grown from 1.4 million in 1961 to 2.7 million in 1986?

it's elementary

by **CHRISTINE TURRONE**

TEACHING CANADA THROUGH CHILDREN'S LITERATURE

Students chuckle at Wol, a comical owl on the Canadian prairie. They play French Canadian Bebert's accordion, observe Simon's salmon and preserve Sable Island's horses. They feel Shizuye's confusion about the internment of Japanese-Canadians, and Martin's and Timothy's fear of deportation from Acadia. They dream of Canada and freedom from slavery with Julilly, yet wonder why Canadians fought in our Civil War. They even catch "hockey fever in Goganne Falls." Canadian literature for children entertains, motivates, and instructs students about Canada.

An integrated whole-language approach to Canadian Studies imparts a sense of Canadianism for young readers at grade 5 while developing their reading skills. Using multiple copies of a title with a reading group enables teachers to guide students' comprehension in the areas of regional diversity, cultural differences, Canada's past and present, and the subtleties of the Canadian identity. The addition of read-aloud books insures literary understanding of relevant Canadian themes regardless of independent reading levels of students. Peer teaching of themes occurs through panel discussions and presentations by reading groups. By immersing students in the literature of our northern neighbor, a more comprehensive understanding of a complex country develops within a rich literary environment.

The following books are suggested for merging Canadian Studies with reading and literature. (The reading group level indicated does not refer to a book's readability *per se*, although it was a factor in selection, but refers to an appropriate level for the theme as well as the group.) Some reactions and illustrations from grade 5 students at Overlook School in the Arlington District are included.

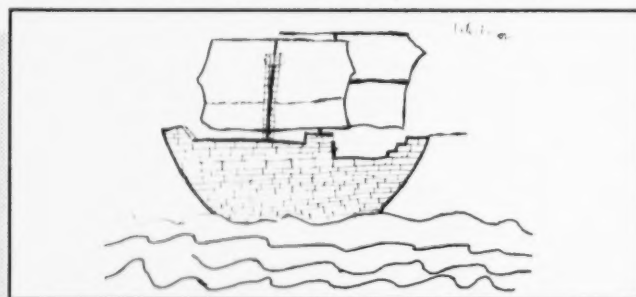
GRADE LEVEL (5.1)

Smucker, Barbara. **UNDERGROUND TO CANADA.** Toronto: Clarke, Irwin, 1977.
Two young girls run from slavery in Mississippi and travel to Canada via the Underground Railroad.

This book was so good that I wanted it to go on longer. Through the characters, the author showed me great courage, pride, and a great deal of love." (Faye Bohonyi)

Downie, Mary Alice, and Rawlyk, George. **THE PROPER ACADIAN.** Toronto: Kids Can Press, 1934.

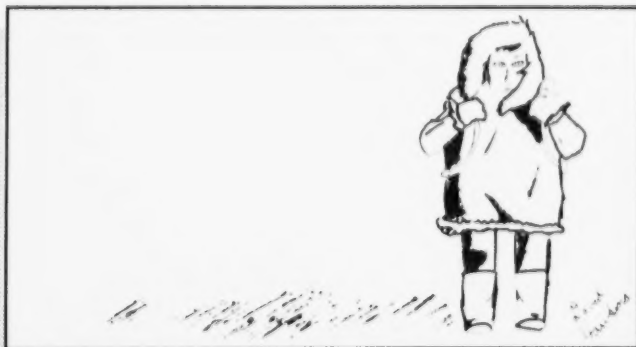
Timothy must choose between his Boston family and his beloved Acadian family during the deportation of 1755.



"I think something like the deportation could happen to any group like the Acadians because all the stronger countries want everyone on their side. Then if a group like the Acadians won't help willingly, they are forced to help or leave." (Bridget Hawley)

Houston, James. **LONG CLAWS: AN ARCTIC ADVENTURE.** New York: Margaret K. McElderry, 1981.
Siblings search for a caribou to avoid starvation and find a grizzly bear in their path.

"Although I felt sad that the Eskimo family was starving, I thought it was neat how they made their clothes and igloos. It was strange the way the snowy owl helped them find the trout, the caribou, and guided them through the fog. I enjoyed learning about other people's lifestyle." (Chris Stephen).



ABOVE GRADE LEVEL (6.1+)

George, Jean Craighead. **JULIE OF THE WOLVES**. New York: Harper & Row, 1972.

Although not Canadian literature, this story involves an Eskimo girl's struggle to survive in the tundra by learning the ways of the wolves.

"My first reaction to this book was... how is Julie going to get out of this mess? She had no food and little shelter. How would she survive? Then when she started to eat wolf throw-up, I wasn't worried... I just felt sick. (David Hawkins)



Lunn, Janet. **THE ROOT CELLAR**. Toronto: Penguin, 1981.

A young orphan living with relatives in Ontario discovers a root cellar and travels back in time to the 1860's during the Civil War in the U.S.

"Rose meets with so many dangers and adventures!" (Helen Linardakis)

Takashima, Shizuye. **A CHILD IN PRISON CAMP**. Montreal: Tundra, 1971.

A girl's recollections of life for the Japanese in Vancouver during World War II.

"Canada must still have guilt for this horrible thing they did to the Japanese-Canadian people in 1942." (Heather Rideout)

BELOW GRADE LEVEL (4.2 -)

Lucas, Zoe. **WILD HORSES OF SABLE ISLAND**. Toronto: Greyc de Pencier, 1981.

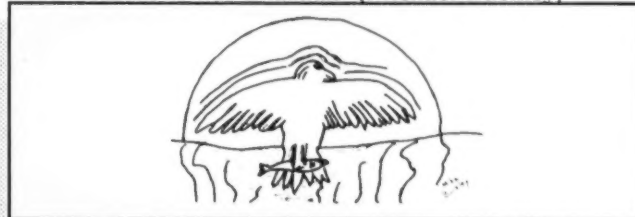
The story reveals the life of the wild horses living in Nova Scotia.

"The author made me feel sorry for the wild horses because of the hard winter they went through. Because of the cold, some of them froze to death. The sand blowing in their faces stung them... that made my eyes water too." (Jered Waldorf)

Waterton, Betty. **A SALMON FOR SIMON**. Toronto: Douglas & McIntyre, 1978.

A small boy fishing for a salmon is faced with a decision when one appears.

"The boy in this book was smart the way he helped his blind father catch dinner. I liked this book because it was unusual. (Michael Buckley)



READ-ALOUD BOOKS

Carlson, Natalie. **THE LETTER ON THE TREE**. New York: Harper & Row, 1964.

A French Canadian classic about a boy's desire for an accordion.

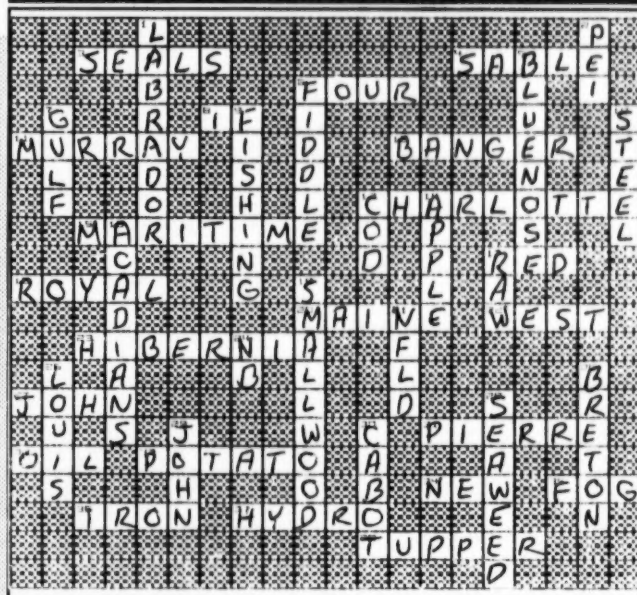
Childerhose, R. J. **HOCKEY FEVER IN GOGANNE FALLS**. Toronto: Macmillan, 1973.

A humorous story of a champion boys' hockey team in a small prairie town.

Mowat, Farley. **OWLS IN THE FAMILY**. Boston: Little, Brown, 1962.

A riotous account of the author's childhood spent with friends and animals in Saskatoon.

SOLUTION TO THE LAST CROSSWORD



CORRECTION

The editors apologize for the error in the crossword clues which appeared in the last issue. St. John was erroneously listed as the capital of New Brunswick. Of course, it is Fredericton.

BOOKS

for young people

by EMILY CASTINE

NAOMI'S ROAD, Joy Kogama

Toronto: Oxford, 1986. 82 pp. (grades 4-6)
\$7.95 (Cdn.)

This beautiful little book is a juvenile adaptation of *Obasan*, Kogama's 1981 award-winning novel, based on her experiences as a Japanese child growing up in Canada during WWII. In *Naomi's Road*, Naomi and her brother Stephen, two Japanese Canadians who are taken from their Vancouver home to an internment camp in the wilds of B.C. and then to a farm in the 1940s, struggle to overcome prejudicial barriers. Kogama herself was only six years old when she was interned along with 20,000 other Japanese-Canadians. Well-known Canadian scientist-teacher David Suzuki was likewise treated.

This is a compelling narrative for sensitive readers and has a lyrical style with striking imagery. For example, Naomi says, "All day long we hoe the weeds. It gets so hot it feels like an oven. We're gingerbread cookies baking to bits." And, "In early spring fiddleheads poke out of the ground. They look like green question marks." The black and white drawings by Matt Gould bear out the stark reality of these troubled times. This is a sad, thoughtful story, but one not completely lacking in hopes for a better tomorrow.

A BOY AT THE LEAF'S CAMP, Scott Young.

Toronto: McClelland & Stewart, 1986. Reprint.
244 pp.; (Grades 7-10) \$5.00 (Cdn.)

A fictional account of life at the Toronto Maple Leaf's Training Camp as experienced by 18-year-old Bill Spunski, who hails from Poland. This is the third volume in Young's hockey trilogy. The others include *SCRUBS ON SKATES* and *BOY ON DEFENCE*. This book will be in demand by boys from 7th grade up. Not only is the story line forceful, with cut-throat competition between Spunski and his rival, Benny Moore, who was suspended for injuring an official in the past year's junior playoffs, but the book is full of information for aspiring pro-hockey players!

LOG JAM, Monica Hughes.

Toronto: Irwin, 1987. 169 pp. (Grades 7-10)
\$12.95 (Cdn.)

This contemporary adventure story has its setting in the foothills of the Albertan Rockies. It centers upon an Indian, Isaac Manyfeathers, who has escaped from a teenage detention facility, and upon 14-year-old Lenora Rydz, her mother, her stepfather and two stepbrothers who are on a "family togetherness" camping trip. The plot revolves around the ability of Isaac to survive "on-the-run" in the wilderness and on the efforts of the recently legally united family members to learn how to get along. However, from the beginning, personalities clash and tensions rise.



Photo Contest 8

With this issue, we continue our popular photo contest. Once again, we challenge students to identify something Canadian--the city pictured above. Entries for contest number eight will be accepted until June 1, 1988. The first five correct entries randomly drawn from all those submitted will receive with our compliments an attractive book on Canada. All winners will be notified by mail.

Students enrolled in or who have completed a Canadian Studies unit at a school in the United States are eligible. (In New York State this would include students in grades 5, 7, 8 and senior high, and others if substantiated.) Only entries submitted on the form below (or on a Xerox copy or facsimile) and which provide **all** the information requested, will be accepted. Entries must be printed and contain no spelling errors. **One entry per student, please.**

WINNERS OF CONTEST 7

We are pleased to announce the winners of the 7th photo contest. The first four entries randomly drawn which correctly identified the symbol as that of the 1988 Winter Olympics in Calgary were submitted by: Jennifer Devoy, Indian Landing School (Mrs. Deane); Faye Bohonyi, Overlook Elementary School, (Mrs. Turrone); Tim Launhardt, Pine Plains High School (Mrs. Peck); Tara McVean, Indian Landing School (Mrs. Deane). Each student received a congratulatory letter and an attractive picture book on Canada. Congratulations, Jennifer, Faye, Tim and Tara!

ENTRY FORM

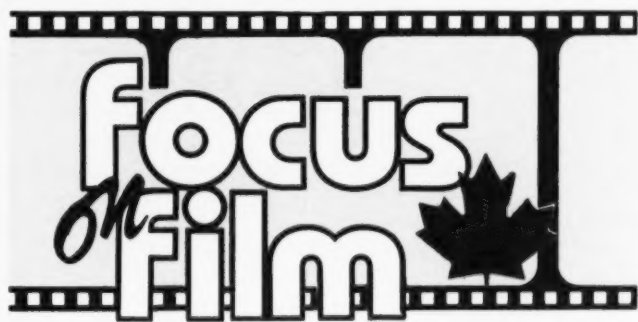
student's name: _____ grade _____

name of school: _____

school address: _____

teacher's name: _____

identify the CITY above.



For this issue of *TEACHING CANADA*, two SUNY Plattsburgh Canadian Studies students who are employed by the Canadian Film Distribution Center are guest reviewers. Maureen Piche, a senior, previewed a number of animated films, and Karen Hanson, a sophomore, examined some films in French. They both make their recommendations here for teachers of courses with Canadian content.

ANIMATED SHORTS by Maureen Piche

THE STREET/LA RUE (1976), color

10:12, French and English versions, VHS & 16mm available.

Adapted from the short story by Montreal author, Mordecai Richlet, this watercolor animation deals with a young boy's reaction to his grandmother's death. Detailed with cultural atmosphere, the film frankly handles the varying attitudes of the boy's whole family and contrasts the older traditions against the new Canadian way of life. This film would be excellent for Canadian literature courses or discussion on inner-city ethnic contrasts. Due to the straightforward dialogue and subject matter, this film would be best suited for high school or college level students.

PROPAGANDA MESSAGE/UN MESSAGE DE PROPAGANDE (1974), color

13:18, Bilingual, VHS & 16mm available

This fast-moving animation, which alternates between French and English dialogue, covers the wide variety of opinions and beliefs about Canada held by Canadians and Americans alike. Canadian stereotypes and clichés emerge as characters discuss just what makes Canada tick. This cartoon would be appropriate as an introduction to any Canadian Studies course. High school age and above will catch the full "message" and understand the abundant humor.

BOOMSVILLE (1967), color

10:12, No narration, VHS & 16mm available

As both a commentary on the ever-growing cities of Canada and an overview of North American settlement and expansion, this film would be an excellent aid for introductory Canadian content courses. Younger children will easily follow the progression from the first Indian villages to the modern space age, and also grasp the message of the film: the often uncontrollable growth of civilization and the need for careful and clear planning.

MINDSCAPE (1976), black and white

7:31, No narration, VHS format only

This ever-changing animation, about an artist who enters a painting and allows his imagination to rule, is truly a dazzling example of excellence in Canadian film. It is done using the fascinating pinscreen technique where images are created utilizing shadows cast by pins arranged at varying elevations. Beautifully illustrated landscapes and various images of North American life briefly fill the screen to create an entertaining and highly artistic piece of work. *Mindscape* may not be directed toward any particular Canadian theme, but it is a must-see for all students learning to appreciate the many gifts of the rich Canadian culture.

FRENCH FILMS by Karen Hanson

LES BUCHERONS DE LA MANOUEANE (1962),

black and white

27:46, French and English versions, VHS and 16mm available

Les Bucherons de la Manouane illustrates the life of lumberjacks on the Manouane river. Logging has been a central part of French Canadian culture and the use of folk music in the film gives one the sense of the strong tradition carried on to the present. The narrator speaks clear and concise French. Aided by visual imagery, intermediate French students should be able to follow the action of the film. Interviews with the lumberjacks give students exposure to the unique speech patterns of French Canada. This film would be very useful in the study of French Canada and French language in junior and senior high school classes.

FANTASMAGORIE (1974), color

57:53, French and English, VHS & 16mm available

Fantasmagorie introduces the studio of animation of the National Film Board of Canada. As in *Les Bucherons de la Manouane*, visual imagery assists students of French in understanding the language spoken by the narrator. The pace of "documentary speech" is slow and basic enough for intermediate level French students to follow. Students are often quite familiar with animation techniques used in commercials, movies and cartoons. For this reason, *Fantasmagorie* would hold their attention and provides a lively change of pace in the classroom. *Fantasmagorie* demonstrates a wide variety of animation styles. The film is bright, witty and a joy to watch for all ages.

All of the above films and videos are available at the Canadian Film Distribution Center. Please call or write for a catalog or more information: Canadian Film Distribution Center, Feinberg Library, Room 126, SUNY Plattsburgh, Plattsburgh, NY 12901. (518) 564-2396. □

CANADA UPDATE from page 12

Mulroney reiterated Canada's point of view even more forcefully in early April at a meeting of American financiers in New York. Mulroney and Reagan will meet on April 27. (We will report on the outcome of this meeting in the next issue of *TEACHING CANADA*.) □

PRIME MINISTER ANNOUNCES PRE ELECTION CABINET SHUFFLE

In what has been billed by friend and foe alike as an important pre-election strategy, Prime Minister Mulroney recently announced a major change in his cabinet. Election fever is in the "Canadian" air, with much speculation as to when Mulroney will make the move. (He is not legally bound to dissolve the Parliament and call an election until his five-year term of office is completed in September 1989; traditionally, however, elections are often called within four years.)

Gone from the cabinet entirely is David Crombie, the flamboyant and popular former Mayor of Toronto, who has resigned to head a special commission. Transferred from the Ministry of Transport to the Ministry of International Trade is John Crosbie. Thus, the erascible and witty Newfoundlander, who was one of Brian Mulroney's chief rivals for the leadership of the party in 1983, assumes the critical role of chief negotiator for Canada during the final phases of the Free Trade talks with the United States. Long an advocate of free trade, Crosbie is expected to approach the position more positively and calmly, albeit still with vigor, than his relatively ineffective predecessor, Pat Carney. The most surprising appointment was that of Lucien Bouchard, most recently Canada's ambassador to Paris, to the position of Secretary of State. Bouchard, another one of Mr. Mulroney's old friends from his university days at Laval, does not have a seat in Parliament. Presumably he will have to run in a by-election in the near future, if an election is not called soon. (While unusual, the appointment of a non-elected person to the cabinet is not unprecedented--former Prime Ministers Lester Pearson and Louis St. Laurent both first entered politics in this manner.) Joe Clark, the former Prime Minister (1979-80), remains in the powerful portfolio of Minister for External Affairs.

MULRONEY HONORED IN NEW YORK

Prime Minister Mulroney was awarded the Gold Insigne of the Pan American Society, traditionally given to heads of government who have made outstanding contributions to the strengthening of relations between countries of the Western

hemisphere. Chairman David Rockefeller of the Americas Society presided at the dinner and presented the award. This is the first time that a Canadian head of state has been so honored.

TRUDEAU ERA BEGAN 20 YEARS AGO

Twenty years ago on April 6, 1968, Pierre Trudeau was elected leader of the Liberal Party of Canada, following Lester Pearson's resignation. Trudeau went on to dominate the political landscape of Canada for a generation; the country would be changed forever. Among the many important events in which he played a decisive role were the enshrinement of English and French as the official languages of Canada; the passage of the War Measures Act to counteract terrorism in Quebec (1970); the creation of the Foreign Investment Review Agency, so unpopular in the U.S. (1974); the establishment of the National Energy Program (1980); the defeat of a referendum on Quebec independence (1980); the creation of a Charter of Rights and Freedoms for Canada; and the patriation of the Canadian Constitution from Great Britain (1982). Still active as an attorney in Montreal at age 68, Mr. Trudeau recently has publicly expressed strong opposition to the Meech Lake constitutional accord negotiated last year by Prime Minister Mulroney. (More on Meech Lake in the next issue.)

ACID RAIN PACT CALLED "INDISPENSABLE"

Prime Minister Brian Mulroney says he will vigorously renew his call for an "absolutely indispensable" acid rain treaty when he meets with Ronald Reagan in Washington at the end of April. Mulroney stated in March that "the Americans persist--not exclusively but in part--to say we need a lot more research, a point of view we don't share." He went on to say that "There are obstructions in Congress and there is hesitation, to say the least, on the part of the Reagan administration to accept Canada's basic point."

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